

WASHINGTON LEARNS

High Skills, High Wages: 2004

Washington's Strategic Plan for Workforce Development



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The **Workforce Board** is a state agency **governed by a nine-member board**

- 3 business representatives
- 3 labor representatives
- 3 government/education
 - Superintendent of Public Instruction
 - Executive Director, State Board for Community and Technical Colleges
 - Commissioner, Employment Security Department



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Workforce Board Roles

- **Coordinate policy planning for the workforce development system**
- **Evaluate results of the workforce development system**
- **Facilitate partnerships among business, labor, and education and training providers**
- **Serve as the State Workforce Investment Board required by the federal Workforce Investment Act**
- **Serve as the State Board for Vocational Education required by the federal Carl Perkins Act**
- **Regulate private career schools**



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Washington's Workforce Development System

Prepares workers for jobs that do not require a bachelor's degree

- Seven state agencies
- 18 programs
- \$886 million per year

- Largest programs
 - Secondary Career and Technical Education
 - Community and Technical College Workforce Education
 - Adult Basic Skills Education
 - Worker Retraining Program
 - Workforce Investment Act Programs
 - Employment Service
 - Vocational Rehabilitation (DSHS)
 - Apprenticeship
 - Private Career Schools



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Major Workforce Development Challenges

- Shortage of skilled workers with sub-baccalaureate postsecondary training
- Increasing transitions for workers due to changing economy
 - Assisting populations previously left behind
- Integrating workforce development programs and services



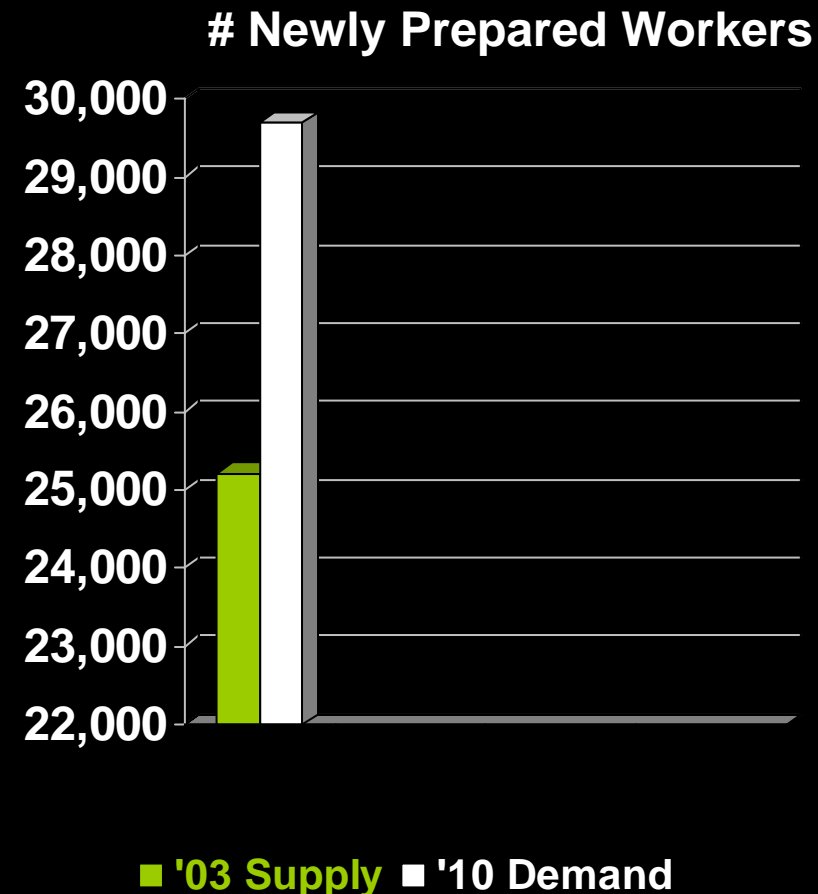
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Shortage of skilled workers with sub-baccalaureate postsecondary training (More than one but less than four years of postsecondary education/training)

Our Community and Technical College workforce programs, apprenticeship s programs, and private career schools are **supplying only 85 percent of the newly prepared workers needed** to fill the expected number of job openings in 2010.

Source: Workforce Board's *Postsecondary Career and Technical Education Works*

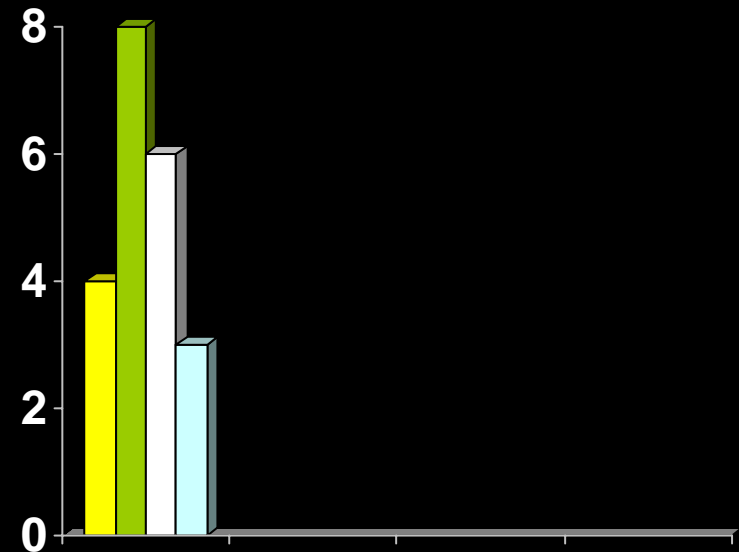


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Percentage of Washington employers reporting difficulty hiring qualified workers during the past 12 months

More employers are affected by the shortage of sub-baccalaureate vocational training, than any other education level.



Source: Workforce Board, *Washington State Employer's Workforce Training Needs and Practices, 2004*

(3,000 employer survey respondents)

- High School
- Sub-bacc. Voc. Training
- Baccalaureate
- Grad or Prof.



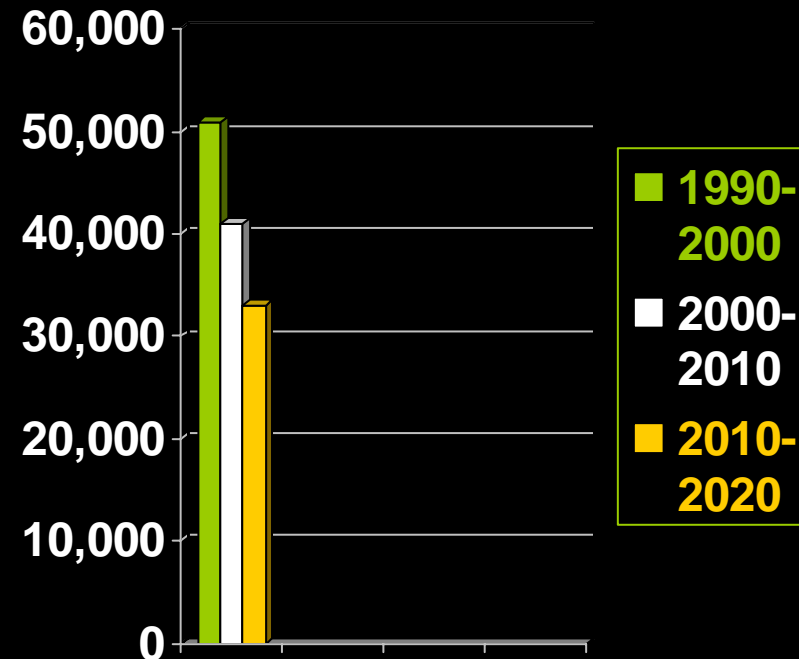
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Labor force growth is declining with the aging of the baby boom generation.

An increasing share of the workforce must come from groups that traditionally have been left behind.

Average Annual Increase in Washington Labor Force



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Plan Features

- **4 goals, 13 objectives, and 38 strategies with lead organizations identified**
- **Consensus agreement of business, labor, OSPI, SBCTC and the Employment Security Department, indicating their commitment to carry out the strategies**



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2004-06 Strategic Opportunities

- Increase postsecondary education and training capacity
- Reduce the number of dropouts and integrate career guidance into school curricula
- Expand and sustain industry skill alliances
- Increase training opportunities for low-income people
- Integrate basic skills and English as a Second Language with occupational skills training
- Expand customized training for incumbent workers



Additional Strategies Related to “Washington Learns”

- Increase the number of **young** people who understand and act on career opportunities available through career and technical education and training programs
- Increase mentor and work-based learning opportunities
- Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields



Additional Strategies Related to “Washington Learns”

- Improve efficiency of student transitions by granting credit for prior learning, developing further statewide agreements for transfer and articulation, and increasing the availability of applied degrees
- Provide worker **retraining** in high-demand fields
- Expand apprenticeship and preparation programs for apprenticeship

